

**Introduction:**

**LEA:** Paradise Unified School District **Contact (Name, Title, Email, Phone Number):** Donna Colosky, Superintendent, dcolosky@pusdk12.org, (530) 872-6400

**LCAP Year:** 2016-17 **PUSD Board Approved:** 6/14/2016

### ***Local Control and Accountability Plan and Annual Update Template***

*Paradise Unified School District is located in the Sierra foothills and serves the communities of Paradise, Magalia and Stirling City. PUSD supports special education preschool through adult education programs at a variety of campuses including traditional, charter, and independent study. Paradise Elementary School, Ponderosa Elementary School, and Cedarwood Elementary serve students in Transitional Kindergarten through fifth grade. Pine Ridge School serves students from transitional kindergarten through 8th grade, Paradise Intermediate School serves 6th through 8th grade students, and high school students are served at Paradise High School (comprehensive high school) and Ridgeview High School (continuation school). In addition, eLearning Charter Academy provides high school students with on-line learning options. Honey Run Academy serves students in a Community Day setting. Districtwide, 65% of PUSD students qualify for free and reduced price meals. PUSD currently serves 2236 Unduplicated Count students, 74 English Learners, and 52 Foster Youth.*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Paradise Unified School District used various methods of communication in order to engage with our stakeholders. The District’s efforts began in October by developing slide presentations and stakeholder feedback formats. Stakeholder meetings included:</p> <p><b>October 13, 2015, 5:00 PM</b> LCAP Stakeholder Meeting at Paradise Intermediate School.</p>	<p><b>Over the course of our stakeholder meetings and survey results several themes began to emerge. these themes included:</b></p> <ol style="list-style-type: none"> <li>1. Student and staff safety and site security;</li> <li>2. Increase need for Technology/STEM/STEAM instructional strategies and staff professional training in these areas;</li> <li>3. Desire to increase visual and performing arts opportunities;</li> <li>4. Increased positive behavior intervention strategies;</li> </ol>

Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.

**October 13, 2015, 6:15 PM**

LCAP Stakeholder Meeting at Paradise Elementary School.

Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.

**October 15, 2015, 9:30 AM**

LCAP Stakeholder Community Meeting at Paradise District Office.

Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.

**October 15, 2015, 5:00 PM**

LCAP Stakeholder Meeting at Paradise High School.

Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.

**October 27, 2015, 5:00 PM**

LCAP Stakeholder Meeting at Cedarwood School.

Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.

**October 29, 2015, 6:00 PM**

LCAP Stakeholder Meeting at Ponderosa Elementary School.

Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.

5. Desire to keep and increase CTE courses for students in grades 6-12.

**December 8, 2015**

Recorder: Sue Thompson/Tom Taylor	Group Members: Brian Voigt, KarenJo Mueller, Karla Sandrin, Amy Nestman, Tom Taylor, Sue Thompson
Speaker: Tom Taylor	
<b>1. Increased student achievement in English Language Art/Literacy:</b>	<b>2. Increased student achievement in Mathematics:</b>
<ul style="list-style-type: none"> <li>• Common district programs (Kid Biz, AR 360, Moby Max)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum-District</li> </ul>
<ul style="list-style-type: none"> <li>• Consistent evidence aligned w/Common Core</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment/evidence</li> </ul>
<ul style="list-style-type: none"> <li>• Technology teacher at each site</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical articulation (Fundamentals)</li> </ul>
<ul style="list-style-type: none"> <li>• Expository reading</li> </ul>	<ul style="list-style-type: none"> <li>• Family Math Nights</li> </ul>
<b>3. Create a positive school environment:</b>	<b>4. Implement Common Core State Standards:</b>
<ul style="list-style-type: none"> <li>• Parent outreach to assist parents w/Common Core</li> </ul>	
<ul style="list-style-type: none"> <li>• Incentive/reward (award) Assemblies (character traits) to increase attendance and increase student engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• Address bullying</li> </ul>	
<b>5. Proposed new goal, service, and/or action?</b>	
STEAM and Technology	
Recorder: Les Jauron	Group Members: Reiner Light, Les Jauron, Jori Krulder
Speaker: Jori Krulder	
<b>1. Increased student achievement in English Language Art/Literacy:</b>	<b>2. Increased student achievement in Mathematics:</b>
<ul style="list-style-type: none"> <li>• Reading intervention/training at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Parent support</li> </ul>
<ul style="list-style-type: none"> <li>• Parent support</li> </ul>	<ul style="list-style-type: none"> <li>• Aim to college placement</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore math interventions</li> </ul>
<b>3. Create a positive school environment:</b>	<b>4. Implement Common Core State Standards:</b>
<b>5. Proposed new goal, service, and/or action?</b>	
Coherent Pathways -- CTE/Technology	

**October 30, 2015, 3:30 PM**

LCAP Stakeholder Meeting at Pine Ridge School.  
**Presentation on the 2016-2017 process and how we have reached our current point. Stakeholders attending this meeting included: Parents/community members, certificated staff, administration, school board members and students.**

**December 1, 2015, 3:30 PM**

LCAP Stakeholder Meeting at the District Office with student representatives from each school. Presentation on the 2016-2017 process and how we have reached the point we are at. Students also participated in a collaborative small group activity brainstorming what they believe students needs to help them achieve at a high level.

**December 8, 2015 6:00 PM**

A working dinner was held with the District Advisory LCAP Committee. An analysis presentation was made on current student achievement data, fall stakeholder input, current budget and “where do we go from here?” Based on the current student achievement data and stakeholder input the teams began the brainstorming process of the four questions (Where are we now? Where do we want to be? How will we get there? How will we know?). Group will meet again on February 2nd at 5:00 PM to continue the conversations and look at budget numbers.

Agenda:

1. History/State Priorities/Guiding Principles of LCAP
2. 8 State Priority Areas/Review of 2015-2016 Goals
3. Analysis of student achievement 2014-2015 data
4. Analysis of LCAP Stakeholder meetings fall 2015
5. New developments
6. Budget analysis
7. Activity - Input 2016-2017 goals and matrixes

[https://docs.google.com/a/pusdk12.org/presentation/d/1NVUVx\\_ZBgMJ0xmkbAttQ\\_SwXp7ekwgnGoHk9zSO9V1Y/edit?usp=sharing](https://docs.google.com/a/pusdk12.org/presentation/d/1NVUVx_ZBgMJ0xmkbAttQ_SwXp7ekwgnGoHk9zSO9V1Y/edit?usp=sharing)

Junior High to High School	
Recorder: Susan Davis	Group Members: Lexi Smoots, Kristin Mundy (Classified PCEA Bargaining Unit President), Cris Dunlap, Susan Davis
Speaker: Cris Dunlap Certificated TAP Bargaining Unit President	
<b>1. Increased student achievement in English Language Art/Literacy:</b>	<b>2. Increased student achievement in Mathematics:</b>
<ul style="list-style-type: none"> <li>• Accelerated Reader in all grades</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent implementation of Number Talks</li> <li>• Parent involvement and support</li> <li>• Use of Kahn Academy</li> </ul>
<ul style="list-style-type: none"> <li>• Explore "flipped" classrooms</li> <li>*• Homework "lab" for students and parents (inc. computer access)</li> <li>• Teaching parents how to support academics (even if unfamiliar w/context)</li> </ul>	
<b>3. Create a positive school environment:</b>	<b>4. Implement Common Core State Standards:</b>
<ul style="list-style-type: none"> <li>• Hire more PBIS coaches</li> <li>• Parent education linked to PBIS</li> <li>• Staff training re: safety/security</li> <li>• Student clubs focused on character</li> <li>• Extend WEB to Pine Ridge School</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt new curriculum aligned to CCSS</li> <li>• On-going staff development in CCSS</li> <li>• Peer coaching</li> </ul>
<b>5. Proposed new goal, service, and/or action?</b>	
<ul style="list-style-type: none"> <li>• Implementation of VAPA TK-12</li> <li>• Enrichment courses (i.e. Spanish @ elementary)</li> <li>• Music beginning in primary grades</li> <li>• More clubs (engagement; hands on), board games, word games, chess</li> </ul>	
Recorder: Jonathan Mattern	Group Members: Dena Kapsalis, Chuck Rough, Jonathan Mattern, Alba Turenne
Speaker: Chuck Rough	
<b>1. Increased student achievement in English Language Art/Literacy:</b>	<b>2. Increased student achievement in Mathematics:</b>
<b>3. Create a positive school environment:</b>	<b>4. Implement Common Core State Standards:</b>
<b>5. Proposed new goal, service, and/or action?</b>	
Goal for K-12	
<ul style="list-style-type: none"> <li>•STEM/STEAM (phased in) Project-based; tie into private sector</li> </ul>	

**February 2, 2016 5:00 PM**

A second working dinner was held with the District LCAP Committee. Most of the evening was spent brainstorming/discussing 2015-2016 LCAP goals and their continued relevance. Group activities showed that small revisions in goals and financial allocations were advised to recommend to the School Board. 3rd meeting was scheduled for March 3rd to discuss Annual Measurable Objective and Action Steps.

Agenda -

1. New Developments
2. 2015-2016 LCAP Goals
3. Previous Year's S&C Allocations (2014-2015, 2015-2016)
4. Expenditures per Goal from Previous Allocations
5. Available Funding 2016-2017
6. Stakeholder Meeting Results - Recap
7. CTE Analysis
8. STEAM Analysis
9. Activity
1. Draft Revise LCAP Goals
2. Revised LCAP Actions/Services

<https://docs.google.com/a/pusdk12.org/presentation/d/1H8KxFOGSLX2suyR9S8a9cqi784dK6IRnXWg91AZr9fU/edit?usp=sharing>

**March 3, 2016 5:00 PM**

A third working dinner was held with the District LCAP Committee. During this meeting LCAP members discussed the slight changes to the 2015-2016 LCAP goals based upon last months recommendations. The committee also worked in five small groups to discuss and brainstorm 2016-2017 annual measurable objectives and goals and services required. At the end of the evening members were told that this evenings work would be added to the LCAP and shared with each of them for further input prior to presenting the draft document to the school board for possible adoption.

Agenda - New Developments  
Draft revised LCAP Actions/Services

- Technology
- Teacher Training for STEAM
- Vertical alignment of STEAM K-12

**February 2, 2016**

**What revisions/additions does your group recommend for the 2016-17 LCAP Goals?**

**2015-16 LCAP Goals:**

1. Increased student achievement in English Language Arts/Literacy
2. Increased student achievement in Mathematics
3. Create a positive school environment that promotes safety, respect, responsibility, and active participation
4. Implement Common Core State Standards so that Paradise Unified School District students will graduate having received rigorous instruction in ELA, mathematics, and literacy across all core content areas

<b>Group 1: Chuck Rough, Lexi Smoots, John Christie, David McCready</b>	
<b>Focus Group Tops:</b>	<b>Other Considerations:</b>
-Technology	-CTE
-Safety	-Emotional Needs
CTE - Integrate with core instruction	
STEAM - Integrate	
Tech, to support CTE & STEAM	
Emotional Needs = Culture	
<b>For Goal #4--Integrate instead of implement</b>	
<b>Group 2: Les Jauron, Amy Nestman, Sue Thompson, Tom Taylor</b>	
The team feels the goals are appropriate and adequate.	
<b>Group 3: Susan Davis, Cris Dunlap, Jammie Herl, Dena Kapsalis, KarenJo Mueller, Kristin Mundy</b>	
Strike #4 via the implementations of the standards.	
4 goals are too many.	
<b>Group 4: Rachel Armstrong, Brian Voigt, Kelly Doty, Reiner Light, Adam Vesely</b>	
-Combine goals #1 & #2	
-Add social & emotional competency to goal #3	
-Add STEM/STEAM/Technology to goal #4	

CTE Developments  
 STEAM Information  
 Proposed LCFF/ESSA Evaluation Rubric  
 Draft 2016-2019 LCAP Goals  
 Draft 2016-2017 LCAP Budget

<https://docs.google.com/presentation/d/1ZAeDdVN3LhG1vqTofxPAhw4TRVfshCwlnK2gGVsUORA/edit?usp=sharing>

<b>March 3, 2016</b>	
<b>2016-19 Draft LCAP Goals</b>	
<b>Proposed Actions and Services Activity</b>	
<b>Recorder: Ryan Vercruysse</b>	<b>Team Members: Reiner Light, Ryan Vercruysse, Adam Vesely, Susie Warren, and Lexi Smoots</b>
<b>Speaker: Reiner Light</b>	
<b><u>DRAFT 2016-19 LCAP Goal #1</u></b>	
Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college and career readiness, with academic interventions in place, to eliminate barriers to student success.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
STEAM/STEM = Divide funding does not equal progress	
-Focus funding on 1-2 sites for each year	
-More funding for specific needs of a school	
<b><u>DRAFT 2016-19 LCAP Goal #2</u></b>	
Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Continue & support CTE	
-TOSA position divided out per site. As an extra .2	
-Elementary TOSA position part time	
-Back fill with teaching periods	
<b><u>DRAFT 2016-19 LCAP Goal #3</u></b>	
Paradise Unified School District will provide positive, safe, and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Continue school security for all sites	
-TOSA/PBIS .2 different sites	



<b>Recorder: Amy Nestman</b>	<b>Team Members: Amy Nestman, Sue Thompson, Jammie Herl, and Hoppie Campos</b>
<b>Speaker:</b>	
<b><u>DRAFT 2016-19 LCAP Goal #1</u></b>	
Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college and career readiness, with academic interventions in place, to eliminate barriers to student success.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Social/emotional health	
-District - Common alignment interventions in ELA/Math	
<b><u>DRAFT 2016-19 LCAP Goal #2</u></b>	
Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Staff training to address social emotional health. (work with Behavioral Health - "Office" at Ridgeview	
-Testing services offered on site for families	
-Teacher tech training and STEAM	
-Lunch/after school VAPA	
-Follow through on tech training	
<b><u>DRAFT 2016-19 LCAP Goal #3</u></b>	
Paradise Unified School District will provide positive, safe, and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Counselors	
-School site teams	
-Restructuring of PBIS	
-Custodial	

<b>Recorder:</b>	<b>Team Members: David Smith, Cris Dunlap, Kristina Turner, and Tom Taylor</b>
<b>Speaker: David/Kristina</b>	
<b><u>DRAFT 2016-19 LCAP Goal #1</u></b>	
Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college and career readiness, with academic interventions in place, to eliminate barriers to student success.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-District aligned intervention program	
-District-wide assessments	
<b><u>DRAFT 2016-19 LCAP Goal #2</u></b>	
Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Strategies for classroom management/behavior ("Keep Learning on Track") ("Tac Com")	
-iReady training or programs to help with differentiation	
-Instructional Coaches for classroom management/behavior (release time/stipend for seasonal teachers)	
-Engagement strategy	
<b><u>DRAFT 2016-19 LCAP Goal #3</u></b>	
Paradise Unified School District will provide positive, safe, and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.	
<b>Proposed Actions &amp; Services for 2016-17:</b>	
-Decrease the need for student suspensions (in school time out "room" at each site)	

	<p>-Update/safety facility (bathrooms at PRS)</p>	
	<p>-PBIS coaches at all sites</p>	
	<p><b>Recorder: Susan Davis</b></p>	<p><b>Team Members: Karen Jo Mueller, Alba Turenne, Susan Davis, and Kristin Mundy</b></p>
	<p><b>Speaker: Kristin Mundy</b></p>	
<p><b><u>DRAFT 2016-19 LCAP Goal #1</u></b></p>		
<p>Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college and career readiness, with academic interventions in place, to eliminate barriers to student success.</p>		
<p><b>Proposed Actions &amp; Services for 2016-17:</b></p>		
<p>-Increase the numbers of spots available for students in AP classes and College Connection so more students can participate</p>		
	<p>-Increase supports for older students who struggle with Common Core assessments.</p>	
<p>-What is being done to continue providing child welfare and attendance services besides SARB and K program? Sites need more support.</p>		
<p><b><u>DRAFT 2016-19 LCAP Goal #2</u></b></p>		
<p>Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.</p>		
<p><b>Proposed Actions &amp; Services for 2016-17:</b></p>		
	<p>-Provide CCSS staff development for Instructional Aides</p>	
	<p>-Consider additional Instructional Aide support (for general ed. classrooms)</p>	
	<p>-Continue professional development for all staff (Certificated and Classified)</p>	
<p><b><u>DRAFT 2016-19 LCAP Goal #3</u></b></p>		

	<p>Paradise Unified School District will provide positive, safe, and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.</p> <p><b>Proposed Actions &amp; Services for 2016-17:</b></p> <p>-Schools are in great need of thorough cleaning, paint, upkeep. They are not currently inviting. Facilities are dated and dirty.</p> <table border="1" data-bbox="1052 383 2007 602"> <tr> <td data-bbox="1052 383 1541 456">-Need to work on 90% of school sites being in good or exemplary condition</td> <td data-bbox="1541 383 2007 456"></td> </tr> <tr> <td data-bbox="1052 456 1541 529">-Yes, we do need PBIS counselors (at elementary sites too)</td> <td data-bbox="1541 456 2007 529"></td> </tr> <tr> <td data-bbox="1052 529 1541 565">-Yes! Continue full day kindergarten</td> <td data-bbox="1541 529 2007 565"></td> </tr> <tr> <td data-bbox="1052 565 1541 602">-Yes! Add school security devices</td> <td data-bbox="1541 565 2007 602"></td> </tr> </table>	-Need to work on 90% of school sites being in good or exemplary condition		-Yes, we do need PBIS counselors (at elementary sites too)		-Yes! Continue full day kindergarten		-Yes! Add school security devices	
-Need to work on 90% of school sites being in good or exemplary condition									
-Yes, we do need PBIS counselors (at elementary sites too)									
-Yes! Continue full day kindergarten									
-Yes! Add school security devices									
<p><b>Annual Update:</b></p> <p>The LCAP Advisory Committee leadership presented annual update information (limited student data) to the stakeholder organizations listed above regarding the 2015-2016 LCAP, the district/site goals, action plans, and expenditures. Stakeholder organizations were given time to analyze data presented and ask clarifying questions if needed. Data was shared and analyzed regarding the eight priority areas. Data collected and shared with stakeholders indicated. As a result of these meetings the district 2016-2017 goals and AMO's were altered slightly.</p>	<p><b>Annual Update:</b></p> <p>As a result of stakeholder input and recommendations the district LCAP goals have been refined and the following items/services are included in the 2016-2017 LCAP:</p> <ol style="list-style-type: none"> <li>1. Increased CTE action and services</li> <li>2. Increased STEAM teacher training</li> <li>3. Increased VAPA services and programs</li> <li>4. Additional School Safety and Security measures</li> <li>5. Metric of A-G completion rate and AP passage rate</li> <li>6. Professional Development Coordinator</li> <li>7. Increased intervention curriculum</li> </ol>								

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.</p>		<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u>                   COE only: 9 10                   Local : Specify</p>	
<p>Identified Need :</p>	<p>Stakeholder input (see Impact on LCAP - Section 1), state and district data (See Annual Update Goal Sections 1-4 Spring 2015 Assessment Data) all indicate a continued need to ensure ALL students receive a rigorous, high quality CA CCSS education that promotes college, career, and civic readiness (observations), including closing the achievement gap by offering high level interventions.</p>			
<p>Goal Applies to:</p>	<p>Schools: All PUSD Schools</p>	<p>Applicable Pupil Subgroups:                   All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities, Homeless Youth</p>		
<p><b>LCAP Year 1: 2016-17</b></p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase SBAC ELA achievement results by 5% in number of students meeting or exceeding CA CCSS                  Increase SBAC Math achievement results by 5% in number of students meeting or exceeding CA CCSS                  Increase by 5% number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment                  Increase by 3% number of students who score ready for college level ELA and Math as measured by EAP results                  Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher                  Increase by 3% the percentage of students enrolled in AP classes                  Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements                  Increase by .5% district-wide graduation rates                  Increase by 5% students enrolled in a CTE class                  Increase by 5% the number of students completing a CTE Pathway Program                  Increase by 3% the number of EL students who met the reclassification standards                  Increase by 3% the number of EL students who grew by one language level as measured by CELDT                  Master schedules will be modified to reflect that all students have equal access to all course offerings as measured by master schedules.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students/Foster Youth and the general population:                   Grade Span Adjustment K-3;</p>		<p>District-wide</p>	<p><u>X</u> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$650,000                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p>



Class size Reduction 9th Grade ELA/Foundation Math.		English proficient _ Other Subgroups: (Specify)	
All schools received additional S&C funding to pursue site specific support for targeted students. PHS receive additional site specific funding. (Title 1 equivalent). Each school site SPSA will detail LCAP expenditures that are related to LCAP goals.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000
Provide full day TK and K program to increase student learning and achievement.	Elementary Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$335,000
Increase CTE and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$510,000
Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity.	Elementary Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000

Increase VAPA services and programs in grades TK-5 to improve student success and achievement.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,000
Purchase ELA/Math materials/resources.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$300,000
Provide a Reading Specialist at Ridgeview High School.	RVHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$105,000
Provide one period a day of ELD intervention at Paradise High School.	PHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$20,000
Provide extended library hours at all school sites.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000

		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>Provide a Curriculum, Instruction, and Assessment Director to provide a district wide student curricular focus and consistency.</p>	<p>District-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000</p>
<p>Provide a extended day instructional schedule at Ridge View Continuation High School.</p>	<p>RVHS</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$295,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase SBAC ELA achievement results by 4% in number of students meeting or exceeding CA CCSS</p> <p>Increase SBAC Math achievement results by 4% in number of students meeting or exceeding CA CCSS</p> <p>Increase by 4% number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment</p> <p>Increase by 3% number of students who score ready for college level ELA and Math as measured by EAP results</p> <p>Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher</p> <p>Increase by 3% the percentage of students enrolled in AP classes</p> <p>Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements</p> <p>Increase by .25% district-wide graduation rates</p> <p>Increase by 4% students enrolled in a CTE class</p> <p>Increase by 4% the number of students completing a CTE Pathway Program</p> <p>Increase by 2% the number of EL students who met the reclassification standards</p> <p>Increase by 2% the number of EL students who grew by one language level as measured by CELDT</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students/Foster Youth and the general population:</p> <p>Grade Span Adjustment K-3; Class size Reduction 9th Grade ELA/Foundation Math.</p>	District-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$682,500</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500</p>
<p>All schools received additional S&amp;C funding to pursue site specific support for targeted students.</p> <p>PHS receive additional site specific funding.</p> <p>Each school site SPSA will detail LCAP expenditures that are related to LCAP goals.</p>	District-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000</p>
<p>Provide full day TK and K program to increase student learning and achievement.</p>	Elementary Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$351,750</p>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
Increase CTE and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.	District-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$800,000
Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity.	Elementary Schools	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000
Increase VAPA services and programs in grades TK-5 to improve student success and achievement.	Elementary Schools	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,000
Purchase ELA/Math materials/resources.	District-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	4000-4999: Books And Supplies Base \$300,000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Provide a Reading Specialist at Ridgeview High School.	RVHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,250
Provide one period a day of ELD intervention at Paradise High School.	PHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$21,000
Provide extended library hours at all school sites.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,500
Provide a Curriculum, Instruction, and Assessment Director to provide a district wide student curricular focus and consistency.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$138,600

<p>Provide a extended day instructional schedule at Ridge View Continuation High School.</p>	<p>RVHS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$309,750</p>
--	-------------	--	--

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase SBAC ELA achievement results by 3% in number of students meeting or exceeding CA CCSS  Increase SBAC Math achievement results by 3% in number of students meeting or exceeding CA CCSS  Increase by 3% number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment  Increase by 2% number of students who score ready for college level ELA and Math as measured by EAP results  Increase by 2% the percentage of students who have passed at least one AP exam with a score of 3 or higher  Increase by 2% the percentage of students enrolled in AP classes  Increase by 2% the number of unduplicated students who meet the a-g UC or CSU entrance requirements  Increase by .25% district-wide graduation rates  Increase by 3% students enrolled in a CTE class  Increase by 3% the number of students completing a CTE Pathway Program    Increase by 2% the number of EL students who met the reclassification standards  Increase by 2% the number of EL students who grew by one language level as measured by CELDT</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students/Foster Youth and the general population:   Grade Span Adjustment K-3;  Class size Reduction 9th Grade ELA/Foundation Math.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$716,625    1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55,125</p>
<p>Each school site SPSA will detail LCAP expenditures that are related to LCAP goals.All schools received additional S&amp;C funding to pursue site specific support for targeted students.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000    5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000</p>

<p>PHS receive additional site specific funding.</p> <p>Each school site SPSA will detail LCAP expenditures that are related to LCAP goals.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Provide full day TK and K program to increase student learning and achievement.</p>	<p>Elementary Schools</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$369,338</p>
<p>Increase CTE and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.</p>	<p>District-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$832,700</p>
<p>Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity.</p>	<p>Elementary Schools</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$200,000</p>
<p>Increase VAPA services and programs in grades TK-5 to improve student success and achievement.</p>	<p>Elementary Schools</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p>



		<input type="checkbox"/> Other Subgroups: (Specify)	
Purchase ELA/Math materials/resources.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$300,000
Provide a Reading Specialist at Ridgeview High School.	RVHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$115,763
Provide one period a day of ELD intervention at Paradise High School.	PHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$22,000
Provide extended library hours at all school sites.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$33,075

<p>Provide a Curriculum, Instruction, and Assessment Director to provide a district wide student curricular focus and consistency.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$145,530</p>
<p>Provide a extended day instructional schedule at Ridge View Continuation High School.</p>	<p>RVHS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$325,328</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 _ 5 6 7 _ 8 _  COE only: 9 10  Local : Specify
Identified Need :	Because not all staff have fully implemented Common Core Curriculum we have identified needs for continued professional development; instructional materials aligned to the State Standards; technology training support and upgrades; and safe, clean, efficient learning environments. Stakeholder input (see Impact on LCAP - Section 1), staff survey results, state and district data (See Annual Update Goal Sections 1-4 Spring 2015 Assessment Data)		
Goal Applies to:	Schools: All PUSD Schools	Applicable Pupil Subgroups: All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities, Homeless Youth	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation 100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation 95% of teachers will have participated in CA CCSS professional development 100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math as measured by the BCOE Implementation Metric 100% of PUSD teachers and staff will be appropriately assigned by credential 100% of classrooms will have sufficient CA CCSS instructional materials 100% of students will have daily access to technology devices 50% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training) 50% of teachers will have participated in professional development focused on an integrated STEAM philosophy		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide CA CCSS professional development for all staff.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$275,000

Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$50,000
Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$30,000
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Use flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Provide BTSA services for new teachers.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000

		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
Provide Tier II supports for new administrators.	District-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$20,000
Provide an EdTech TOSA to provide daily professional development and SAMR technology integration.	District-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Educator Effectiveness Grant 1000-1999: Certificated Personnel Salaries \$100,000
Additional administrative services at Cedarwood, PineRidge, and Paradise Intermediate School.	CW, PR, PINT	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$160,000

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation          100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation          98% of teachers will have participated in CA CCSS professional development          100% of PUSD teachers and staff will be appropriately assigned by credential          100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math as measured by the BCOE Implementation Metric          100% of classrooms will have sufficient CA CCSS instructional materials          100% of students will have daily access to technology devices          75% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training)          75% of teachers will have participated in professional development focused on an integrated STEAM philosophy          100% of our school facilities will be well maintained and in good repair          40% of students will have 1:1 devices</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide CA CCSS professional development for all staff.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$290,000
Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$50,000
Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$30,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Use flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Provide BTSA services for new teachers.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000
Provide Tier II supports for new administrators.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$25,000

		English proficient _ Other Subgroups: (Specify)	
Provide an EdTech TOSA to provide daily professional development and SAMR technology integration.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Educator Effectiveness Grant 1000-1999: Certificated Personnel Salaries \$100,000
Additional administrative services at Cedarwood, PineRidge, and Paradise Intermediate School.	CW, PR, PINT	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$170,500



**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation</p> <p>100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation</p> <p>100% of classrooms will have implemented ELA CA CCSS</p> <p>100% of classrooms will have implemented Mathematics CA CCSS</p> <p>100% of teachers will have participated in CA CCSS professional development</p> <p>100% of PUSD teachers and staff will be appropriately assigned by credential</p> <p>100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math as measured by the BCOE Implementation Metric 100% of classrooms will have sufficient CA CCSS instructional materials</p> <p>100% of students will have daily access to technology devices</p> <p>85% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training)</p> <p>85% of teachers will have participated in professional development focused on an integrated STEAM philosophy</p> <p>100% of our school facilities will be well maintained and in good repair</p> <p>50% of students will have 1:1 devices</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide CA CCSS professional development for all staff.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$300,00
Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$50,000

Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$30,000
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Use flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Provide BTSA services for new teachers.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000
Provide Tier II supports for new administrators.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating

		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Expenditures \$25,000
Provide an EdTech TOSA to provide daily professional development and SAMR technology integration.	District-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Educator Effectiveness Grant 1000-1999: Certificated Personnel Salaries \$120,000
Additional administrative services at Cedarwood, PineRidge, and Paradise Intermediate School.	CW, PR, PINT	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$176,401

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 10  Local : Specify	
Identified Need :	Stakeholder input (see Impact on LCAP - Section 1), state and district data (See Annual Update Goal Sections 1-4 Spring 2015 Assessment Data) identified needs for positive, safe and engaging systems			
Goal Applies to:	Schools:	All PUSD Schools  Applicable Pupil Subgroups: All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities, Homeless Youth		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	Increase by .5% district-wide attendance Decrease by .5% district-wide student Truancy rates Decrease by .5% district-wide student chronic absentee rates Decrease by .5% district-wide student suspensions Decrease by .2% district-wide student expulsions Increase by .5% district-wide graduation rates Decrease by .5% district-wide high school dropout rates Decrease by .5% district-wide middle school dropout rates 80% of students will indicated that they feel safe while at school as measured by the HKS, and parent/student surveys 90% of school sites will be in good or exemplary condition as measured by FIT Increase by 10% the amount of parent invitational phone calls sent to unduplicated students as measured by School Messenger data Increase by 5% parent use of Aeries Parent Portal as measured by parent sign-in data Increase by 5% parent volunteer hours at school sites as measured by daily sign-in reports Increase by 5% parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, Open House as measured by parent sign-in data Increase by 5% parent education meetings and parent/student events as measured by calendar events			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement Positive Behavior Interventions and Supports Program (PBIS).		District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide in-school suspension services to ensure all student access to educational instructions and systems of supports.	District-wide students Housed at HRA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$195,000
Provide Child Welfare and Attendance services, including SARB services.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,000
Provide an Information Technology Director to ensure district wide technology and communication services are adequate and appropriate.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$120,000
Increase parents and community engagement. Provide School Messenger messages (phone, text, email) in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5000-5999: Services And Other Operating Expenditures Locally Defined \$1,000

		English proficient _ Other Subgroups: (Specify)	
Implement a School Security Program and devices to ensure safe school sites.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000
Provide assistant athletic coaches.	PHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,000
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (ELearning and Independent Study) to support Foster Youth alternative education.	PHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplementary Programs - Specialized Secondary \$8,250

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase by .5% district-wide attendance                  Decrease by .5% district-wide student Truancy rates                  Decrease by .5% district-wide student chronic absentee rates                  Decrease by .4% district-wide student suspensions                  Decrease by .2% district-wide student expulsions                  Increase by .35% district-wide graduation rates                  Decrease by .35% district-wide high school dropout rates                  Decrease by .35% district-wide middle school dropout rates                  85% of students will indicate that they feel safe while at school as measured by the HKS and parents surveys                  95% of school sites will be in good or exemplary condition as measured by FIT                  Increase by 10% the number of parent invitational calls sent to unduplicated students as measured by School Messenger data                  Increase by 4% parent use of Aeries Parent Portal as measured by parent sign-in data                  Increase by 4% parent volunteer hours at school sites as measured by daily sign-in reports                  Increase by 4% parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, Open House as measured by parent sign-in data                  Increase by 4% parent education meetings and parent/student events as measured by calendar events</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement Positive Behavior Interventions and Supports Program (PBIS).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000
Provide in-school suspension services to ensure all student access to educational instructions and systems of supports.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$204,750
Provide Child Welfare and Attendance services,	District-	<input checked="" type="checkbox"/> All	2000-2999: Classified Personnel Salaries Supplemental and

including SARB services.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration \$50,400
Provide an Information Technology Director to ensure district wide technology and communication services are adequate and appropriate.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$126,000
Increase parents and community engagement. Provide School Messenger messages (phone, text, email) in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
Implement a School Security Program and devices to ensure safe school sites.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000
Provide assistant athletic coaches.	PHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,000



		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (Elearning and Independent Study) to support Foster Youth alternative education.	PHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund \$8,498

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Increase by .4% district-wide attendance Decrease by .5% district-wide student Truancy rates Decrease by .5% district-wide student chronic absentee rates Decrease by .4% district-wide student suspensions Decrease by .2% district-wide student expulsions Increase by .25% district-wide graduation rates Decrease by .25% district-wide high school dropout rates Decrease by .25% district-wide middle school dropout rates 85% of students will indicate that they feel safe while at school as measured by the HKS and parents surveys 95% of school sites will be in good or exemplary condition as measured by FIT Increase by 10% the number of parent invitational calls sent to unduplicated students as measured by School Messenger data Increase by 3% parent use of Aeries Parent Portal as measured by parent sign-in data Increase by 3% parent volunteer hours at school sites as measured by daily sign-in reports Increase by 3% parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, Open House as measured by parent sign-in data Increase by 3% parent education meetings and parent/student events as measured by calendar events
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement Positive Behavior Interventions and Supports Program (PBIS).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide in-school suspension services to ensure all student access to educational instructions and systems of supports.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$214,988
Provide Child Welfare and Attendance services, including SARB services.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$52,920
Provide an Information Technology Director to ensure district wide technology and communication services are adequate and appropriate.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$132,300
Increase parents and community engagement. Provide School Messenger messages (phone, text, email) in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Implement a School Security Program and devices to ensure safe school sites.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000
Provide assistant athletic coaches.	PHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,000
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (ELearning and Independent Study) to support Foster Youth alternative education.	PHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund \$9,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal #1 ELA/Literacy Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness. For the goal of increased student achievement for ELA and literacy for all students, Low Income, Foster Youth, English Learners, and all significant subgroups, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students (specifics listed below).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify																																																																												
Goal Applies to:	Schools: All PUSD Schools  Applicable Pupil Subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities																																																																												
Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, DIBELS, and CBM assessments. Delineate and track data for each significant sub-group, LI, foster youth, and EL students)</p> <p>Grades 6-8 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, and the Gates McGinnity assessment. (For all, each significant sub-group, foster youth, and EL students)</p> <p>Grades 9-12 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, EAP ELA and Expository Writing. (For all, each significant sub-group, foster youth, and EL students)</p> <p>Increased A-G Completion rate for designated sub-groups Amount of AP tests reduced and/or waiver of fees Increased EAP, ELA and Math pass rates by sub groups Master schedules will be adjusted each year to ensure AP and honors classes currently reflect the demographics of our population.</p> <p>All Grades English Learner language proficiency level will increase by one level each year as measured by the CELDT. PUSD rate of EL reclassified students will increase by 10%.</p>	Actual Annual Measurable Outcomes:	<p>SBAC Spring 2015</p> <table border="1"> <thead> <tr> <th>Student Group <i>Italic=SE D</i></th> <th># Tested</th> <th>% Exceed/Meet Standards</th> <th>% Nearly Met Standards</th> <th>% Did Not Meet Standards</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>1,946/1,315</td> <td>36/28</td> <td>27/26</td> <td>38/46</td> </tr> <tr> <td>3rd</td> <td>72.9% 296/218</td> <td>34/30</td> <td>30/30</td> <td>36/40</td> </tr> <tr> <td>4th</td> <td>69.3% 263/185</td> <td>27/22</td> <td>22/20</td> <td>52/58</td> </tr> <tr> <td>5th</td> <td>64.3% 252/169</td> <td>26/20</td> <td>23/20</td> <td>52/60</td> </tr> <tr> <td>6th</td> <td>69.3% 273/192</td> <td>30/22</td> <td>29/29</td> <td>41/49</td> </tr> <tr> <td>7th</td> <td>66.7% 256/174</td> <td>40/31</td> <td>29/30</td> <td>31/39</td> </tr> <tr> <td>8th</td> <td>60.7% 279/181</td> <td>42/30</td> <td>29/30</td> <td>29/40</td> </tr> <tr> <td>11th</td> <td>55.2% 327/196</td> <td>49/39</td> <td>24/24</td> <td>26/36</td> </tr> </tbody> </table> <p>STAR Reading Spring 2015</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th colspan="4">% At/Above Grade Level</th> </tr> </thead> <tbody> <tr> <td></td> <td>72</td> <td>58</td> <td>62</td> <td></td> </tr> <tr> <td>2nd</td> <td>--</td> <td>PES</td> <td>PON</td> <td>PRS CE</td> </tr> <tr> <td></td> <td></td> <td></td> <td>D</td> <td></td> </tr> <tr> <td></td> <td>60</td> <td>59</td> <td>38</td> <td></td> </tr> <tr> <td>3rd</td> <td>--</td> <td>PES</td> <td>PON</td> <td>PRS CE</td> </tr> </tbody> </table>	Student Group <i>Italic=SE D</i>	# Tested	% Exceed/Meet Standards	% Nearly Met Standards	% Did Not Meet Standards	All Students	1,946/1,315	36/28	27/26	38/46	3rd	72.9% 296/218	34/30	30/30	36/40	4th	69.3% 263/185	27/22	22/20	52/58	5th	64.3% 252/169	26/20	23/20	52/60	6th	69.3% 273/192	30/22	29/29	41/49	7th	66.7% 256/174	40/31	29/30	31/39	8th	60.7% 279/181	42/30	29/30	29/40	11th	55.2% 327/196	49/39	24/24	26/36	Student Group	% At/Above Grade Level					72	58	62		2nd	--	PES	PON	PRS CE				D			60	59	38		3rd	--	PES	PON	PRS CE
Student Group <i>Italic=SE D</i>	# Tested	% Exceed/Meet Standards	% Nearly Met Standards	% Did Not Meet Standards																																																																										
All Students	1,946/1,315	36/28	27/26	38/46																																																																										
3rd	72.9% 296/218	34/30	30/30	36/40																																																																										
4th	69.3% 263/185	27/22	22/20	52/58																																																																										
5th	64.3% 252/169	26/20	23/20	52/60																																																																										
6th	69.3% 273/192	30/22	29/29	41/49																																																																										
7th	66.7% 256/174	40/31	29/30	31/39																																																																										
8th	60.7% 279/181	42/30	29/30	29/40																																																																										
11th	55.2% 327/196	49/39	24/24	26/36																																																																										
Student Group	% At/Above Grade Level																																																																													
	72	58	62																																																																											
2nd	--	PES	PON	PRS CE																																																																										
			D																																																																											
	60	59	38																																																																											
3rd	--	PES	PON	PRS CE																																																																										

90% of school sites will be in good or exemplary condition.  
 100% of District's teachers and staff will appropriately assigned and credentialed.  
 95% of our classrooms will have sufficient instructional materials.  
 95% of teachers will participate in CCSS professional development  
 100% of our students will have access to CCSS lessons.

			D	
	58	72	52	
4th	--			
	PES	PON	PRS	CE
			D	
	51	56	60	
5th	--			
	PES	PON	PRS	CE

Student Group	% At/Above Grade Level	
6th	33	--
	PINT	PRS
7th	23	--
	PINT	PRS
8th	36	--
	PINT	PRS
9th	38	--
	PHS	RDV
10th	41	--
	PHS	RDV

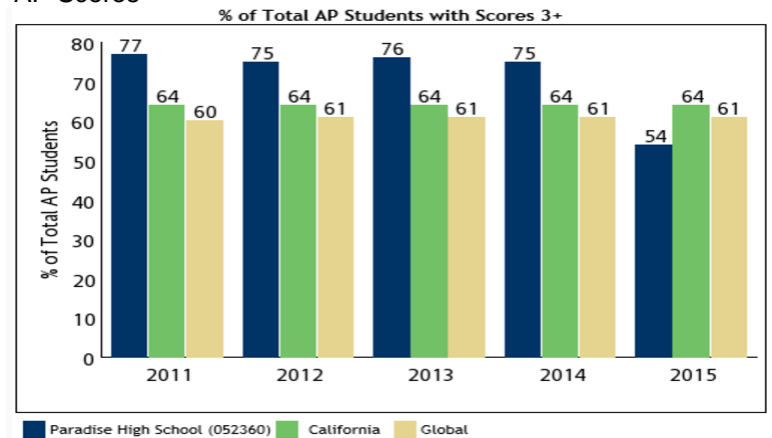
Dibels 2015

	Kinder 2013-2014		Kinder 2014-2015		1st Gr 2013-14		1st Gr 2014-15	
	Beg	End	Beg	End	Beg	End	Beg	End
PES	28	29	48	3	43	5	35	6
Ponderosa	35	65	44	8	63	9	54	3
Pine Ridge	42	20	51	4	37	7	54	1
Cedarwood	64	67	68	1	61	4	84	4
				9		9		9

Oral Reading Fluency

% Proficient Advanced	Grade 2		Grade 3		Grade 4		Grade 5	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
PES	64/62	78/74	66/56	74/64	64/46	57/52	69/44	58/37
Ponderosa	73/70	67/77	84/65	83/68	74/71	8/57	63/55	67/63
PineRidge	63/73		71/68		42/39		64/48	
Cedarwood	78/82	73/65	93/89	70/71	70/70	2/50	90/78	58/52

AP Scores



	# of Students enrolled in AP Class	# of FRL Students enrolled in AP Class
2012-2013	149	28.19%
2013-2014	136	22.79%
2014-2015	142	30.28%

11th Grade EAP  
(Early Assessment  
Program)

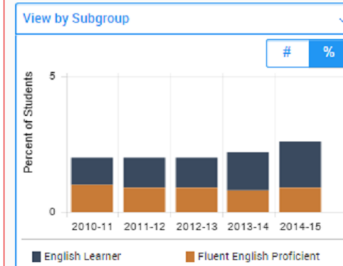
ERWC Passage  
rates

2013-  
2014  
27% Ready  
for College  
English  
19%  
Conditional  
Ready  
88% (C+ or  
higher)

\*2014-2015  
17% Ready for  
College English  
32% Conditional  
Ready (\*=Imbedded in  
SBAC)  
68% (C+ or higher)

### English Language Acquisition Status

Paradise Unified  
CDS Code 04-61531-0000000

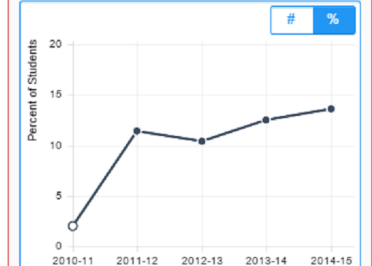


View Table Data

English Language Acquisition Status	2010-11	2011-12	2012-13	2013-14	2014-15
English Learner	1.0 %	1.1 %	1.1 %	1.4 %	1.7 %
Fluent English Proficient	1.0 %	0.9 %	0.9 %	0.8 %	0.9 %

### Redesignated Fluent English Proficient

Paradise Unified  
CDS Code 04-61531-0000000



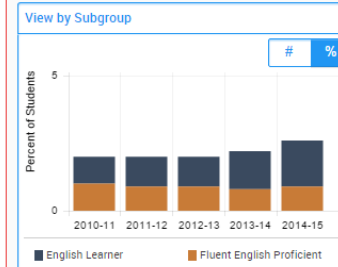
View Table Data

Redesignated Fluent English Proficient	2010-11	2011-12	2012-13	2013-14	2014-15
Redesignated FEP	2.0 %	11.4 %	10.4 %	12.5 %	13.6 %



### English Language Acquisition Status

Paradise Unified  
CDS Code 04-61531-0000000

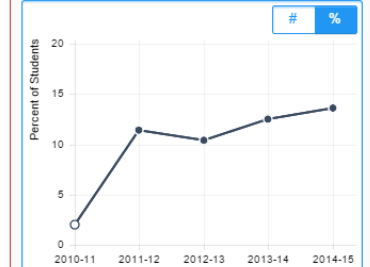


View Table Data

English Language Acquisition Status	2010-11	2011-12	2012-13	2013-14	2014-15
English Learner	1.0 %	1.1 %	1.1 %	1.4 %	1.7 %
Fluent English Proficient	1.0 %	0.9 %	0.9 %	0.8 %	0.9 %

### Redesignated Fluent English Proficient

Paradise Unified  
CDS Code 04-61531-0000000



View Table Data

Redesignated Fluent English Proficient	2010-11	2011-12	2012-13	2013-14	2014-15
Redesignated FEP	2.0 %	11.4 %	10.4 %	12.5 %	13.6 %

#### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	52	54	53	184
Without Full Credential	0	0	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	2	0

### STRENGTHS

Above average STAR Reading scores 2-5  
Majority of students make growth in DIBELS (K-1)  
Majority of ERWC students are passing class with a grade of C+ or higher  
5-year AP higher than California and Global.  
Last year changed - decrease.

### AREAS OF GROWTH

Below average STAR Reading scores 6-10  
There are individual students who are not making progress.  
Increased strategies in accurately and automatically reading is indicated.  
Goal is for EAP College Ready or Conditional Ready scores above 50%  
Majority of students Oral Reading Fluency scores decreased from the beginning of school year (2-5)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy achievement gap between EL students/Foster Youth and the general population:  Grade Span Adjustment K-3; Class size Reduction 9th Grade ELA.		Reduced class sizes TK-3 and 9th grade ELA and Foundation Math. District class size averages 2015-2016:  TK/K - 19 1st - 24 2nd - 23 3rd - 26 English 9 - 19.3	
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$470,000  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$470,000  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000	
Scope of Service: District-wide		Scope of Service: District-wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
All schools received additional S&C funding to pursue site specific support for targeted students.		See site single plans for student achievement.	
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000	
Scope of Service: District-wide		Scope of Service: District-wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).		Each week students are released early on Wednesday and teachers participate for 45 minutes in professional learning communities.	
No Cost		No Cost	

<table border="1"> <tr> <td>Scope of Service</td> <td>District-Wide</td> </tr> </table>	Scope of Service	District-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-Wide						
Scope of Service	District-wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Purchase ELA materials/resources.</p>	<p>4000-4999: Books And Supplies General Fund \$180,000</p>	<p>Purchased non-fiction expository reading materials for classrooms TK-12 and site libraries.</p>	<p>4000-4999: Books And Supplies General Fund \$180,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-Wide</td> </tr> </table>	Scope of Service	District-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-Wide						
Scope of Service	District-wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Participate in ELA and Literacy professional development.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$132,000</p>	<p>Participated in CA CCSS professional development that included:          ELA/ELD New Framework Implementation          Math CA CCSS Implementation          NGSS Implementation          Implementing Social Science framework with CA CCSS          Integrating Technology into CA CCSS          Integrating VAPA into CA CCSS</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$132,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p><input type="checkbox"/> All</p> <p>OR:</p>		<p><input type="checkbox"/> All</p> <p>OR:</p>					

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Provide one period a day of ELD intervention at Paradise High School.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000	Provided one period a day at PHS with a certificated teacher holds a MA in ELD.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>PHS</td> </tr> </table> _ All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	PHS		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>PHS</td> </tr> </table> _ All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	PHS	
Scope of Service	PHS						
Scope of Service	PHS						
Provide a Reading Specialist at Ridgeview High School.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100,000	Provided an all day Master Reading Specialist at RVHS.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>RVHS</td> </tr> </table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	RVHS		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>RVHS</td> </tr> </table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	RVHS	
Scope of Service	RVHS						
Scope of Service	RVHS						
Purchase technology hardware and software to increase student accessibility and equity.	4000-4999: Books And Supplies Supplemental and Concentration \$300,000	Chromebooks for all 7th grade students. Additional hardware and software purchased and implemented at all sites.	4000-4999: Books And Supplies Supplemental and Concentration \$300,000				

<table border="1"> <tr> <td>Scope of Service</td> <td>District-Wide</td> </tr> </table>	Scope of Service	District-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-Wide						
Scope of Service	District-wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Use flexible scheduling to articulate between grade levels and departments.</p>	<p>No Cost</p>	<p>Provided early release Wednesdays and flexible PLC time to allow for articulation between grade levels and departments.</p>	<p>No Cost</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-Wide</td> </tr> </table>	Scope of Service	District-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-Wide						
Scope of Service	District-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Analyze student data to improve instructional strategies and increase student learning</p>	<p>No Cost</p>	<p>Teachers analyze formative and summative data in their weekly PLC's. Student achievement results are used to drive instructional strategies and practices.</p>	<p>No Cost</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-Wide</td> </tr> </table>	Scope of Service	District-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-Wide						
Scope of Service	District-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>					

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	
Training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.		No Cost	No training in Illuminate occurred. Stakeholders have decided to discontinue use of illuminate.	No Cost
Scope of Service	District-Wide		Scope of Service	None
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <input checked="" type="checkbox"/> None	
7.25% increase in staffing costs for on-going LCAP associated salaries.		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000	In order to attract and retain staff a 10% increase in all salaries was negotiated.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$127,500
Scope of Service	District-Wide		Scope of Service	District-wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Full Day Kindergarten		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,000	The School Board decided to implement full Day Kindergarten across the district for all students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$320,000
Scope of Service	Elementary Sites		Scope of Service	Elementary Sites
<input type="checkbox"/> All OR:			<input checked="" type="checkbox"/> All OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
New Teacher Support (BTSA)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000	All first and second year teachers are provided with BTSA support.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000
Scope of Service   District-Wide		Scope of Service   District-Wide	
<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Producing college and career-ready students is a goal for PUSD. This goal was reinforced in our stakeholder meetings. We will combine Goal #1 (ELA Achievement) and Goal #2 (Math Achievement) into one goal: Student Academic Achievement. The first LCAP Annual Update has shown that while the district has made some gains with student outcomes, there is still work to be done. Our annual measurable achievement data will change to utilizing SBAC, CAASPP Interim Assessment Blocks, i-Ready, and STAR. We will focus on formative assessment data. We have added additional measurable outcomes in the areas of: increased EAP scores, increased AP passage rates, increased student enrollment in AP courses, increase in number of unduplicated students who meet the UC/CSU A-G requirement, increased district graduation rates, and increase student number of students enrolled in CTE courses and Pathway Programs. Many stakeholders expressed the need for additional funding in the areas of CTE and STEAM. We have added resources to address those needs. An additional change included school board funding all district TK/K classes for full day. Their prior decision had been made to fund one class as a pilot. School Board decided that all day TK/K would benefit a large number of our youngest students, especially our unduplicated students.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal #2 Mathematics Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness. For the goals of increased student achievement in mathematics for all students, including Low Income, Foster Youth, and English Learner students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. support to sites with a high concentration of targeted students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify																																																								
Goal Applies to:	Schools: All PUSD Schools  Applicable Pupil Subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities																																																								
Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 3% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and end of course assessments (student standards based report card data (4's &amp; 5's).</p> <p>Grades 6-8 college remedial mathematics classes. Increase by 3% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and a 3% decrease in students earning grades of D or F.</p> <p>Grades 9-12 Increase by 3% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and EAP mathematics passage rate. Decrease by 5% the number of graduating students requiring enrollment in college remedial mathematics classes. Master schedules will be adjusted each year to ensure AP and honors classes currently reflect the demographics of our population.</p> <p>All Grades English Learner language proficiency level will increase by one level each year as measured by the CELDT. PUSD rate of EL reclassified students will increase by 10%. 90% of school sites will be in good or exemplary condition. 100% of District's teachers and staff will appropriately assigned and credentialed. 95% of our classrooms will have sufficient instructional materials.</p>	Actual Annual Measurable Outcomes:	<p>SBAC Mathematics Spring 2015</p> <table border="1"> <thead> <tr> <th>Student Group <i>Italic=SE D</i></th> <th># Tested</th> <th>% Exceed/Met Standards</th> <th>% Nearly Met Standards</th> <th>% Did Not Meet Standards</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>1,943 /1,311</td> <td>23/16</td> <td>30/31</td> <td>47/55</td> </tr> <tr> <td>3rd/72.6%</td> <td>295/17</td> <td>27/24</td> <td>31/32</td> <td>42/45</td> </tr> <tr> <td>4th/69.3%</td> <td>265/85</td> <td>17/14</td> <td>35/22</td> <td>48/54</td> </tr> <tr> <td>5th/64.3%</td> <td>252/69</td> <td>15/8</td> <td>23/29</td> <td>62/70</td> </tr> <tr> <td>6th/68.6%</td> <td>271/90</td> <td>19/14</td> <td>30/43</td> <td>51/57</td> </tr> <tr> <td>7th/66.3%</td> <td>255/73</td> <td>25/18</td> <td>43/26</td> <td>31/39</td> </tr> <tr> <td>8th/60.1%</td> <td>277/79</td> <td>34/21</td> <td>27/21</td> <td>39/53</td> </tr> <tr> <td>11th/64.9%</td> <td>328/98</td> <td>22/13</td> <td>21/29</td> <td>57/66</td> </tr> </tbody> </table> <p>Report Card Grades 6-8</p> <table border="1"> <thead> <tr> <th>Report Card 4-5's</th> <th>1st Sem</th> <th>2nd Sem</th> <th>1st Sem</th> <th>2nd Sem</th> </tr> </thead> <tbody> <tr> <td>D-F Math</td> <td>13%</td> <td>24%</td> <td>17</td> <td>15%</td> </tr> </tbody> </table>	Student Group <i>Italic=SE D</i>	# Tested	% Exceed/Met Standards	% Nearly Met Standards	% Did Not Meet Standards	All Students	1,943 /1,311	23/16	30/31	47/55	3rd/72.6%	295/17	27/24	31/32	42/45	4th/69.3%	265/85	17/14	35/22	48/54	5th/64.3%	252/69	15/8	23/29	62/70	6th/68.6%	271/90	19/14	30/43	51/57	7th/66.3%	255/73	25/18	43/26	31/39	8th/60.1%	277/79	34/21	27/21	39/53	11th/64.9%	328/98	22/13	21/29	57/66	Report Card 4-5's	1st Sem	2nd Sem	1st Sem	2nd Sem	D-F Math	13%	24%	17	15%
Student Group <i>Italic=SE D</i>	# Tested	% Exceed/Met Standards	% Nearly Met Standards	% Did Not Meet Standards																																																						
All Students	1,943 /1,311	23/16	30/31	47/55																																																						
3rd/72.6%	295/17	27/24	31/32	42/45																																																						
4th/69.3%	265/85	17/14	35/22	48/54																																																						
5th/64.3%	252/69	15/8	23/29	62/70																																																						
6th/68.6%	271/90	19/14	30/43	51/57																																																						
7th/66.3%	255/73	25/18	43/26	31/39																																																						
8th/60.1%	277/79	34/21	27/21	39/53																																																						
11th/64.9%	328/98	22/13	21/29	57/66																																																						
Report Card 4-5's	1st Sem	2nd Sem	1st Sem	2nd Sem																																																						
D-F Math	13%	24%	17	15%																																																						



	<p>95% of teachers will participate in CCSS professional development                  100% of our students will have access to CCSS lessons.</p>		<table border="0"> <tr> <td>Grades</td> <td></td> <td></td> <td>%</td> <td>Goal Met 3&lt;</td> </tr> <tr> <td>6th Grade</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D-F Math</td> <td></td> <td></td> <td></td> <td>38%</td> </tr> <tr> <td>Grades</td> <td>29%</td> <td>32%</td> <td>30%</td> <td>Goal not met</td> </tr> <tr> <td>7th Grade</td> <td></td> <td></td> <td></td> <td>3&lt;</td> </tr> <tr> <td>D-F Math</td> <td></td> <td></td> <td></td> <td>43%</td> </tr> <tr> <td>Grades</td> <td>25%</td> <td>27%</td> <td>30%</td> <td>Goal not met</td> </tr> <tr> <td>8th Grade</td> <td></td> <td></td> <td></td> <td>3&lt;</td> </tr> </table> <table border="0"> <tr> <td></td> <td>2013-2014</td> <td>2014-2015</td> <td></td> </tr> <tr> <td>EAP Math Passage Rate (9-11)</td> <td></td> <td>8% Ready for College Math</td> <td>7% Ready for College Math</td> </tr> <tr> <td></td> <td></td> <td>20% Conditional Ready</td> <td>15% Conditional Ready</td> </tr> <tr> <td>Math 2 or Higher Passage rates</td> <td></td> <td>TBD C+ or higher)</td> <td>TBD (C+ or higher)</td> </tr> </table>	Grades			%	Goal Met 3<	6th Grade					D-F Math				38%	Grades	29%	32%	30%	Goal not met	7th Grade				3<	D-F Math				43%	Grades	25%	27%	30%	Goal not met	8th Grade				3<		2013-2014	2014-2015		EAP Math Passage Rate (9-11)		8% Ready for College Math	7% Ready for College Math			20% Conditional Ready	15% Conditional Ready	Math 2 or Higher Passage rates		TBD C+ or higher)	TBD (C+ or higher)
Grades			%	Goal Met 3<																																																							
6th Grade																																																											
D-F Math				38%																																																							
Grades	29%	32%	30%	Goal not met																																																							
7th Grade				3<																																																							
D-F Math				43%																																																							
Grades	25%	27%	30%	Goal not met																																																							
8th Grade				3<																																																							
	2013-2014	2014-2015																																																									
EAP Math Passage Rate (9-11)		8% Ready for College Math	7% Ready for College Math																																																								
		20% Conditional Ready	15% Conditional Ready																																																								
Math 2 or Higher Passage rates		TBD C+ or higher)	TBD (C+ or higher)																																																								



## Redesignated Fluent English Proficient

Paradise Unified

CDS Code 04-61531-0000000







See Goal #1 for % of student with access to CCSS lessons and % of teachers participating in CCSS PD

STRENGTHS	AREAS OF GROWTH
-----------	-----------------

High School students who are conditionally accepted into CSU system are passing higher level math at a high rate (80%), making them eligible for college level mathematics.

Need end of semester/year summative math skill attainment evidence for all grade levels.

Need various forms of evidence to determine mathematical achievement.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the math achievement gap between EL students/Foster Youth and the general population:</p> <p>Grade Span Adjustment K-3; Class size Reduction 9th Grade Math.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$470,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>	<p>Reduced class sizes TK-3 and 9th grade Math Foundation. District wide class sizes for 2015-2016 were:</p> <p>TK/K - 19 1st - 24 2nd - 23 3rd - 26 Math Foundation - 19.2</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$470,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>
<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All schools received additional S&amp;C funding to pursue site specific support for targeted students.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000</p>	<p>See Site Single Plans for Student Achievement</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000</p>
<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	No Cost	District-wide students are release early on Wednesday to enable all certificated staff to participate in professional learning communities.	No Cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>District-wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>District-wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
Purchase math materials/resources.	4000-4999: Books And Supplies Supplemental and Concentration \$180,000	New math College Preparatory Mathematics curriculum was purchased for grades 6-8.	4000-4999: Books And Supplies General Fund \$180,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>Grades 6-8</td> </tr> </table> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Grades 6-8		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>Grades 6-8</td> </tr> </table> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Grades 6-8	
Scope of Service	Grades 6-8						
Scope of Service	Grades 6-8						
Participate in mathematics professional development.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$132,000	Participated in CA CCSS professional development implementation that included content in: ELA/Literacy (New Framework Roll Out) Mathematics	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$132,000				

		Next Generation Science Standards Social Science Visual and Performing Arts Integrating Technology into CA CCSS CTE and CA CCSS	
Scope of Service   District-wide		Scope of Service   District-wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase technology hardware and software to increase student accessibility and equity.	4000-4999: Books And Supplies Supplemental and Concentration \$300,000	Purchased Chromebooks for all 7th grade students. Additional Chromebooks, tablets and carts were purchased and implemented into each site. Specific software was purchased for student assessment and intervention.	4000-4999: Books And Supplies Supplemental and Concentration \$300,000
Scope of Service   District-wide		Scope of Service   District-wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Use flexible scheduling to articulate between grade levels and departments.	No Cost	Flexible scheduling including early release Wednesdays and 4 minimum days were added into the instructional year to provide teacher articulation time.	No Cost

Scope of Service		District-wide	Scope of Service		District-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Analyze student data to improve instructional strategies and increase student learning.		No Cost	Teachers analyze formative and summative data in their weekly PLC's. Student achievement results are used to drive instructional strategies and practices.		No Cost	
Scope of Service		District-wide	Scope of Service		District-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Provide training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.		No Cost	Teachers analyze formative and summative data in their weekly PLC's. Student achievement results are used to drive instructional strategies and practices.		No Cost	
Scope of Service		District-wide	Scope of Service		District-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils			



<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>																	
<p>7.25% increase in staffing costs for on-going LCAP associated salaries.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p>	<p>A 10% salary increase was negotiated by all bargaining units.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$127,500</p>																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-Wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> </td> </tr> </table>	Scope of Service	District-Wide	<input checked="" type="checkbox"/> All		OR:		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-Wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> </td> </tr> </table>	Scope of Service	District-Wide	<input checked="" type="checkbox"/> All		OR:		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		
Scope of Service	District-Wide																		
<input checked="" type="checkbox"/> All																			
OR:																			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>																			
Scope of Service	District-Wide																		
<input checked="" type="checkbox"/> All																			
OR:																			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>																			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Producing college and career-ready students is a goal for PUSD. This goal was reinforced in our stakeholder meetings. We will combine Goal #1 (ELA Achievement) and Goal #2 (Math Achievement) into one goal: Student Academic Achievement. The first LCAP Annual Update has shown that while the district has made some gains with student outcomes, there is still work to be done. Our annual measurable achievement data will change to utilizing SBAC, CAASPP Interim Assessment Blocks, i-Ready, and STAR. We will focus on formative assessment data. We have added additional measurable outcomes in the areas of: increased EAP scores, increased AP passage rates, increased student enrollment in AP courses, increase in number of unduplicated students who meet the UC/CSU A-G requirement, increased district graduation rates, and increase student number of students enrolled in CTE courses and Pathway Programs. Many stakeholders expressed the need for additional funding in the areas of CTE and STEAM. We have added resources to address those needs. An additional change included school board funding all district TK/K classes for full day. Their prior decision had been made to fund one class as a pilot. School Board decided that all day TK/K would benefit a large number of our youngest students, especially our unduplicated students.</p>																		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal #3 School Culture Paradise Unified School District will create a positive environment to promote safety, respect, responsibility, and active participation. For the goal of creating a positive school environment PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify																										
Goal Applies to:	Schools: All PUSD Schools  Applicable Pupil Subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students with Disabilities, Homeless Youth																										
Expected Annual Measurable Outcomes:	<p>.5% increase in districtwide attendance.                  .5% decrease in truancy rates.                  .3% decrease district-wide student chronic absentee rates                  2% decrease in student suspensions.                  1% decrease in student expulsions.                  .75% increase in graduation rate.                  .5% decrease in High School dropout rates.                  .5% decrease in Middle School dropout rates.                  Increase parent use of Aeries Parent Portal                  Increase parent volunteer hours at school sites                  Increase parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Open House as measured by parent sign in sheets.                  Increase parent education meetings and parent/student events as measured by parents sign in sheets and number of participants.</p>	<table border="1"> <tr> <td data-bbox="1058 565 1226 695">Actual Annual Measurable Outcomes:</td> <td data-bbox="1226 565 2011 1489"> <p>5</p> <table border="1"> <tr> <td data-bbox="1232 602 1398 695">District Attendance</td> <td data-bbox="1398 602 1564 695">2012-2013 92.6%</td> <td data-bbox="1564 602 1793 695">2013-2014 93.4%</td> <td data-bbox="1793 602 2011 695">2014-2015 93.5% <b>Goal not met .5&lt;</b></td> </tr> <tr> <td data-bbox="1232 695 1398 873">Truancy Rate</td> <td data-bbox="1398 695 1564 873"><b>22.17% District</b> 27.34% County 29.28% State</td> <td data-bbox="1564 695 1793 873"><b>21.16% District</b> 22.54% County 31.14% State</td> <td data-bbox="1793 695 2011 873"><b>19.59% District</b> 22.57% County 31.43% State</td> </tr> <tr> <td data-bbox="1232 873 1398 976">Chronic Absentee Rate</td> <td data-bbox="1398 873 1564 976">N/A</td> <td data-bbox="1564 873 1793 976">N/A</td> <td data-bbox="1793 873 2011 976">26.1% (15-16) 22.5%</td> </tr> <tr> <td data-bbox="1232 976 1398 1094">Graduation Rate %</td> <td data-bbox="1398 976 1564 1094">97.3% PHS 88.3% District 85.2% County</td> <td data-bbox="1564 976 1793 1094">96% PHS 88.1% District 85.7% County</td> <td data-bbox="1793 976 2011 1094"><b>92.3% PHS</b> <b>82.6% District</b> 86.3% County 82.3% State</td> </tr> <tr> <td data-bbox="1232 1094 1398 1219">Drop-Out Rate %</td> <td data-bbox="1398 1094 1564 1219">80.4% State 3.0% District 2.9% County 3.9% State</td> <td data-bbox="1564 1094 1793 1219">81.0% State 1.7% District 2.4% County 3.1% State</td> <td data-bbox="1793 1094 2011 1219"><b>2.2% District</b> 2.5% County 2.8% State</td> </tr> </table>   <table border="1"> <tr> <td data-bbox="1232 1273 1564 1489">Suspension Rate %</td> <td data-bbox="1564 1273 1709 1489">2012-2013 9.4% District 8.6% County 5.1%</td> <td data-bbox="1709 1273 1854 1489">2013-2014 8.4% District 7.7% County 4.4%</td> <td data-bbox="1854 1273 2011 1489">2014-2015 8.9% (Approx) <b>Goal not met .2%&lt;</b></td> </tr> </table> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<p>5</p> <table border="1"> <tr> <td data-bbox="1232 602 1398 695">District Attendance</td> <td data-bbox="1398 602 1564 695">2012-2013 92.6%</td> <td data-bbox="1564 602 1793 695">2013-2014 93.4%</td> <td data-bbox="1793 602 2011 695">2014-2015 93.5% <b>Goal not met .5&lt;</b></td> </tr> <tr> <td data-bbox="1232 695 1398 873">Truancy Rate</td> <td data-bbox="1398 695 1564 873"><b>22.17% District</b> 27.34% County 29.28% State</td> <td data-bbox="1564 695 1793 873"><b>21.16% District</b> 22.54% County 31.14% State</td> <td data-bbox="1793 695 2011 873"><b>19.59% District</b> 22.57% County 31.43% State</td> </tr> <tr> <td data-bbox="1232 873 1398 976">Chronic Absentee Rate</td> <td data-bbox="1398 873 1564 976">N/A</td> <td data-bbox="1564 873 1793 976">N/A</td> <td data-bbox="1793 873 2011 976">26.1% (15-16) 22.5%</td> </tr> <tr> <td data-bbox="1232 976 1398 1094">Graduation Rate %</td> <td data-bbox="1398 976 1564 1094">97.3% PHS 88.3% District 85.2% County</td> <td data-bbox="1564 976 1793 1094">96% PHS 88.1% District 85.7% County</td> <td data-bbox="1793 976 2011 1094"><b>92.3% PHS</b> <b>82.6% District</b> 86.3% County 82.3% State</td> </tr> <tr> <td data-bbox="1232 1094 1398 1219">Drop-Out Rate %</td> <td data-bbox="1398 1094 1564 1219">80.4% State 3.0% District 2.9% County 3.9% State</td> <td data-bbox="1564 1094 1793 1219">81.0% State 1.7% District 2.4% County 3.1% State</td> <td data-bbox="1793 1094 2011 1219"><b>2.2% District</b> 2.5% County 2.8% State</td> </tr> </table> <table border="1"> <tr> <td data-bbox="1232 1273 1564 1489">Suspension Rate %</td> <td data-bbox="1564 1273 1709 1489">2012-2013 9.4% District 8.6% County 5.1%</td> <td data-bbox="1709 1273 1854 1489">2013-2014 8.4% District 7.7% County 4.4%</td> <td data-bbox="1854 1273 2011 1489">2014-2015 8.9% (Approx) <b>Goal not met .2%&lt;</b></td> </tr> </table>	District Attendance	2012-2013 92.6%	2013-2014 93.4%	2014-2015 93.5% <b>Goal not met .5&lt;</b>	Truancy Rate	<b>22.17% District</b> 27.34% County 29.28% State	<b>21.16% District</b> 22.54% County 31.14% State	<b>19.59% District</b> 22.57% County 31.43% State	Chronic Absentee Rate	N/A	N/A	26.1% (15-16) 22.5%	Graduation Rate %	97.3% PHS 88.3% District 85.2% County	96% PHS 88.1% District 85.7% County	<b>92.3% PHS</b> <b>82.6% District</b> 86.3% County 82.3% State	Drop-Out Rate %	80.4% State 3.0% District 2.9% County 3.9% State	81.0% State 1.7% District 2.4% County 3.1% State	<b>2.2% District</b> 2.5% County 2.8% State	Suspension Rate %	2012-2013 9.4% District 8.6% County 5.1%	2013-2014 8.4% District 7.7% County 4.4%	2014-2015 8.9% (Approx) <b>Goal not met .2%&lt;</b>
Actual Annual Measurable Outcomes:	<p>5</p> <table border="1"> <tr> <td data-bbox="1232 602 1398 695">District Attendance</td> <td data-bbox="1398 602 1564 695">2012-2013 92.6%</td> <td data-bbox="1564 602 1793 695">2013-2014 93.4%</td> <td data-bbox="1793 602 2011 695">2014-2015 93.5% <b>Goal not met .5&lt;</b></td> </tr> <tr> <td data-bbox="1232 695 1398 873">Truancy Rate</td> <td data-bbox="1398 695 1564 873"><b>22.17% District</b> 27.34% County 29.28% State</td> <td data-bbox="1564 695 1793 873"><b>21.16% District</b> 22.54% County 31.14% State</td> <td data-bbox="1793 695 2011 873"><b>19.59% District</b> 22.57% County 31.43% State</td> </tr> <tr> <td data-bbox="1232 873 1398 976">Chronic Absentee Rate</td> <td data-bbox="1398 873 1564 976">N/A</td> <td data-bbox="1564 873 1793 976">N/A</td> <td data-bbox="1793 873 2011 976">26.1% (15-16) 22.5%</td> </tr> <tr> <td data-bbox="1232 976 1398 1094">Graduation Rate %</td> <td data-bbox="1398 976 1564 1094">97.3% PHS 88.3% District 85.2% County</td> <td data-bbox="1564 976 1793 1094">96% PHS 88.1% District 85.7% County</td> <td data-bbox="1793 976 2011 1094"><b>92.3% PHS</b> <b>82.6% District</b> 86.3% County 82.3% State</td> </tr> <tr> <td data-bbox="1232 1094 1398 1219">Drop-Out Rate %</td> <td data-bbox="1398 1094 1564 1219">80.4% State 3.0% District 2.9% County 3.9% State</td> <td data-bbox="1564 1094 1793 1219">81.0% State 1.7% District 2.4% County 3.1% State</td> <td data-bbox="1793 1094 2011 1219"><b>2.2% District</b> 2.5% County 2.8% State</td> </tr> </table> <table border="1"> <tr> <td data-bbox="1232 1273 1564 1489">Suspension Rate %</td> <td data-bbox="1564 1273 1709 1489">2012-2013 9.4% District 8.6% County 5.1%</td> <td data-bbox="1709 1273 1854 1489">2013-2014 8.4% District 7.7% County 4.4%</td> <td data-bbox="1854 1273 2011 1489">2014-2015 8.9% (Approx) <b>Goal not met .2%&lt;</b></td> </tr> </table>	District Attendance	2012-2013 92.6%	2013-2014 93.4%	2014-2015 93.5% <b>Goal not met .5&lt;</b>	Truancy Rate	<b>22.17% District</b> 27.34% County 29.28% State	<b>21.16% District</b> 22.54% County 31.14% State	<b>19.59% District</b> 22.57% County 31.43% State	Chronic Absentee Rate	N/A	N/A	26.1% (15-16) 22.5%	Graduation Rate %	97.3% PHS 88.3% District 85.2% County	96% PHS 88.1% District 85.7% County	<b>92.3% PHS</b> <b>82.6% District</b> 86.3% County 82.3% State	Drop-Out Rate %	80.4% State 3.0% District 2.9% County 3.9% State	81.0% State 1.7% District 2.4% County 3.1% State	<b>2.2% District</b> 2.5% County 2.8% State	Suspension Rate %	2012-2013 9.4% District 8.6% County 5.1%	2013-2014 8.4% District 7.7% County 4.4%	2014-2015 8.9% (Approx) <b>Goal not met .2%&lt;</b>			
District Attendance	2012-2013 92.6%	2013-2014 93.4%	2014-2015 93.5% <b>Goal not met .5&lt;</b>																									
Truancy Rate	<b>22.17% District</b> 27.34% County 29.28% State	<b>21.16% District</b> 22.54% County 31.14% State	<b>19.59% District</b> 22.57% County 31.43% State																									
Chronic Absentee Rate	N/A	N/A	26.1% (15-16) 22.5%																									
Graduation Rate %	97.3% PHS 88.3% District 85.2% County	96% PHS 88.1% District 85.7% County	<b>92.3% PHS</b> <b>82.6% District</b> 86.3% County 82.3% State																									
Drop-Out Rate %	80.4% State 3.0% District 2.9% County 3.9% State	81.0% State 1.7% District 2.4% County 3.1% State	<b>2.2% District</b> 2.5% County 2.8% State																									
Suspension Rate %	2012-2013 9.4% District 8.6% County 5.1%	2013-2014 8.4% District 7.7% County 4.4%	2014-2015 8.9% (Approx) <b>Goal not met .2%&lt;</b>																									

			<p><b>Expulsion Rate %</b></p> <p><b>Increase Parent use of Aeries Portal</b></p> <p><b>Increase in Parent Participation</b></p>	<p>State .06%</p> <p>District .05%</p> <p>County .01%</p> <p>State .01%</p> <p>No Data</p> <p>No Data</p>	<p>State .04%</p> <p>District .04%</p> <p>County .01%</p> <p>State .01%</p> <p>No Data</p> <p>No Data</p>	<p>.05% (Approx) <b>Goal not met</b> .1%&lt;</p> <p>No Data</p> <p>No Data</p>
			<b>STRENGTHS</b>	<b>AREAS OF GROWTH</b>		
			<p>Reducing amount of chronic truancy</p> <p>Reducing high school dropout rate</p>	<p>Increase student attendance rate</p> <p>Increase high school graduation rate</p> <p>Lower suspension rate</p> <p>Lower expulsion rate</p>		

**LCAP Year: 2015-16**

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
Fully implement Positive Behavior Interventions and Supports Program (PBIS).		5000-5999: Services And Other Operating Expenditures General Fund \$25,000		2 PBIS coaches were hired this year to ensure all sites had developed and implemented PBIS.		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$175,000	
Scope of Service	District-wide			Scope of Service	District-wide		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient				<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			

_ Other Subgroups: (Specify)				
All schools received additional S&C funding to pursue site specific support for targeted students.		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000	See site Single Plans for Student Achievement.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000
Scope of Service	District-wide		Scope of Service	District-wide
_ All			_ All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase access to technology.		4000-4999: Books And Supplies Supplemental and Concentration \$300,000	Purchased Chromebooks for all 7th grade students. Additional Chromebooks, tablets and carts were purchased and implemented into each site. Specific software was purchased for student assessment and intervention.	4000-4999: Books And Supplies Supplemental and Concentration \$300,000
Scope of Service	District-wide		Scope of Service	District-wide
_ All			_ All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Explore district-wide focused program improvements.		0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$615,000	Additional Instruction RVHS District Wide Full Day Kindergarten	Additional Instruction/day at RVHS 1000-1999: Certificated Personnel Salaries Supplemental and

			Concentration \$263,000 Full Day Kindergarten 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$297,000
Scope of Service   RVHS		Scope of Service   RVHS	
<u>  </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)		<u>  </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)	
Increase parents and community engagement. Provide School Messenger messages in Spanish to identified families. Send out invitation in Spanish to identified families to join School/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).	5000-5999: Services And Other Operating Expenditures General Fund \$1,000	School messenger is provided in the language the parent selects. Information is translated into Spanish and sent out to families who indicate preference. Special efforts are made to connect with parents of unduplicated students. (phone calls in native language, face-to-face, )	5000-5999: Services And Other Operating Expenditures General Fund \$500
Scope of Service   District-wide		Scope of Service   District-wide	
<u>  </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)		<u>  </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)	
Analyze student data to improve instructional strategies and increase student learning.	No Cost	Student data is being consistently analyzed, teacher's are attending PD to learn new and cutting edge instructional strategies, collaborative discussions are taking place during weekly PLC meetings.	No Cost

<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Hire a District Curriculum, Instruction and Assessment Coordinator to provide district wide curricular consistency.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p>	<p>A District Curriculum and Instruction Director was hired. She provides direction and supports for curriculum, instruction and assessment strategies and practices.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p>	<p>PHS Counselors meet with and develop individualized learning plans for all English Learner and Foster Youth. They provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>PHS</td> </tr> </table>	Scope of Service	PHS		<table border="1"> <tr> <td>Scope of Service</td> <td>PHS</td> </tr> </table>	Scope of Service	PHS	
Scope of Service	PHS						
Scope of Service	PHS						
<p><input type="checkbox"/> All</p> <p>OR:</p>		<p><input type="checkbox"/> All</p> <p>OR:</p>					

<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement a School Security Program to ensure safe school sites.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000</p>	<p>Cameras, security locks/doors and fencing were purchased for several district sites. Additional per diem security was added as necessary.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$80,000</p>
<p>Scope of Service   District-wide</p>		<p>Scope of Service   District-wide</p>	
<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase student A/G completion rate.  Increase student AP passage rate.  Increase High School graduation rate.</p>	<p>0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$25,000</p>	<p>See data in section one. Weekend study sessions and celebrations were held for students who participated in A-G, AP and graduation.</p>	<p>5000-5999: Services And Other Operating Expenditures General Fund \$5,000</p>
<p>Scope of Service   PHS</p>		<p>Scope of Service   PHS</p>	
<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Increase VAPA services and programs to improve student success and achievement.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p>	<p>Instruments were added, repaired and loaned to unduplicated students. Costumes and props were added. Release time to build VAPA programs was allowed. Supplies for fair presentations were purchased.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$75,000</p>								
<table border="1"> <tr> <td data-bbox="86 319 233 391">Scope of Service</td> <td data-bbox="239 319 562 391">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 396 562 703"> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	District-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1033 319 1180 391">Scope of Service</td> <td data-bbox="1186 319 1520 391">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="1033 396 1520 703"> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	District-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
Scope of Service	District-wide										
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>											
Scope of Service	District-wide										
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>											
<p>Increase STEM/CTE/Pathways student enrollment/completion to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.</p>	<p>PHS Site 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>Additional STEM/CTE materials and supplies were purchased. (Plasma cutter).</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>								
<table border="1"> <tr> <td data-bbox="86 867 233 938">Scope of Service</td> <td data-bbox="239 867 562 938">PHS</td> </tr> <tr> <td colspan="2" data-bbox="86 943 562 1250"> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	PHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1033 867 1180 938">Scope of Service</td> <td data-bbox="1186 867 1520 938">PHS</td> </tr> <tr> <td colspan="2" data-bbox="1033 943 1520 1250"> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	PHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
Scope of Service	PHS										
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>											
Scope of Service	PHS										
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>											
<p>7.25% increase in staffing costs for on-going LCAP associated salaries.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p>	<p>In order to attract and retain qualified staff a 10% increase was negotiated for all bargaining units.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$127,500</p>								
<table border="1"> <tr> <td data-bbox="86 1365 233 1437">Scope of Service</td> <td data-bbox="239 1365 562 1437">District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td data-bbox="1033 1365 1180 1437">Scope of Service</td> <td data-bbox="1186 1365 1520 1437">District-wide</td> </tr> </table>	Scope of Service	District-wide					
Scope of Service	District-wide										
Scope of Service	District-wide										



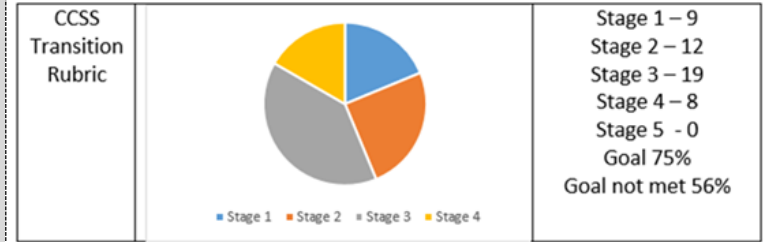
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1 FTE Behavior Specialist	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,000	This position has been posted on EdJoin all year. It has also been advertised at CSU, Chico. We have been unable to fill this position.	No Cost
Scope of Service   District-wide <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   N/A <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Assistant Athletic Coaches	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,000	Assistant coaches were hired for all varsity and junior varsity sports.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,000
Scope of Service   Secondary sites <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   Secondary sites <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Special Project	0001-0999: Unrestricted: Locally	These resources were utilized for: Child Welfare and Attendance	Child Welfare and Attendance 2000-

	Defined Supplemental and Concentration \$364,000	English Learner On-Line Services RVHS additional counseling time PHS additional site allocation Technology Devices	2999: Classified Personnel Salaries Supplemental and Concentration \$45,000 English Learner On-Line Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 RVHS Counseling 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,000 PHS additional site allocation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$225,000 Technology devices 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$77,000												
<table border="1"> <tr> <td data-bbox="86 756 235 834">Scope of Service</td> <td data-bbox="235 756 562 834">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 834 562 899"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 899 562 1146">                     OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	District-wide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 756 1180 834">Scope of Service</td> <td data-bbox="1180 756 1520 834">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 834 1520 899"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 899 1520 1146">                     OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	District-wide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District-wide														
<input checked="" type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
Scope of Service	District-wide														
<input checked="" type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholder input has resulted in adding resources to fully implement PBIS, providing all day classes to students attending RVHS and fully funding district wide all day transitional kindergarten and kindergarten. This past year time was spent developing district wide school safety and VAPA plans. Stakeholder input validated the need to add additional resources to provide safety equipment to all sites and increase VAPA services to grades 3-8.														

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Goal #4 Common Core and ELD State Standards Implementation Paradise Unified School District will graduate students having received rigorous instruction in ELA, mathematics, and literacy across all core content areas. For the goal of fully implementing Common Core and ELD State Standards for Foster Youth, English Learners, and low income students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>													
<p>Goal Applies to:</p>	<p>Schools: All PUSD Schools                  Applicable Pupil Subgroups:</p>	<p>All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students with Disabilities, Homeless Youth</p>													
<p>Expected Annual Measurable Outcomes:</p>	<p>80% of staff will transition from stages 3 to 4 as indicated on Butte County Office of Education Common Core Standards Stages of Implementation rubric.                  100% of classrooms will have implemented CCSS/aligned mathematics lessons.                  95% of teachers will participate in CCSS professional development trainings.                  90% of school sites will be in good or exemplary condition.                  100% of District's teachers and staff will appropriately assigned and credentialed.                  95% of our classrooms will have sufficient instructional materials.</p>	<p>Actual Annual Measurable Outcomes:</p>	<table border="1"> <tr> <td data-bbox="1234 618 1438 776"> <p>Have you implemented CCSS aligned Math lessons to your curriculum?</p> </td> <td data-bbox="1438 618 1648 776"> </td> <td data-bbox="1648 618 1852 776"> <p>Yes 21                      No 5                      N/A 11                      76%                      Goal met (75%)</p> </td> </tr> <tr> <td data-bbox="1234 776 1438 933"> <p>Have you implemented CCSS aligned ELA lessons to your curriculum?</p> </td> <td data-bbox="1438 776 1648 933"> </td> <td data-bbox="1648 776 1852 933"> <p>Yes 30                      No 5                      N/A 3                      78.9%                      Goal met (75%)</p> </td> </tr> <tr> <td data-bbox="1234 933 1438 1060"> <p>Have you participated in CCSS Staff Professional Development Training?</p> </td> <td data-bbox="1438 933 1648 1060"> </td> <td data-bbox="1648 933 1852 1060"> <p>Yes 39                      No 5                      88.6%                      Goal not met 90%</p> </td> </tr> <tr> <td data-bbox="1234 1060 1396 1214"> <p>Do you have sufficient instructional materials?</p> </td> <td data-bbox="1396 1060 1554 1214"> <p>Column1</p> </td> <td data-bbox="1554 1060 1717 1214"> <p>Yes 41                      No 3</p> </td> </tr> </table>	<p>Have you implemented CCSS aligned Math lessons to your curriculum?</p>		<p>Yes 21                      No 5                      N/A 11                      76%                      Goal met (75%)</p>	<p>Have you implemented CCSS aligned ELA lessons to your curriculum?</p>		<p>Yes 30                      No 5                      N/A 3                      78.9%                      Goal met (75%)</p>	<p>Have you participated in CCSS Staff Professional Development Training?</p>		<p>Yes 39                      No 5                      88.6%                      Goal not met 90%</p>	<p>Do you have sufficient instructional materials?</p>	<p>Column1</p>	<p>Yes 41                      No 3</p>
<p>Have you implemented CCSS aligned Math lessons to your curriculum?</p>		<p>Yes 21                      No 5                      N/A 11                      76%                      Goal met (75%)</p>													
<p>Have you implemented CCSS aligned ELA lessons to your curriculum?</p>		<p>Yes 30                      No 5                      N/A 3                      78.9%                      Goal met (75%)</p>													
<p>Have you participated in CCSS Staff Professional Development Training?</p>		<p>Yes 39                      No 5                      88.6%                      Goal not met 90%</p>													
<p>Do you have sufficient instructional materials?</p>	<p>Column1</p>	<p>Yes 41                      No 3</p>													



All ten PUSD school sites received a "good" rating as measured by the FIT report.

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase Common Core ELA, math, and subject matter materials and resources.		Supplemental ELA/Literacy and math CA CCSS material were purchased for all grade levels.	
Scope of Service	District- wide	Scope of Service	District-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All schools received additional S&C funding to pursue site specific support for targeted students.		See site Single Plans for Student Achievement.	
Scope of Service		Scope of Service	
District- wide		District-wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Participate in Common Core professional development trainings.	Supplemental and Concentration \$132,000	PUSD staff participated in 2 days of CA CCSS implementation training that included integrating technology into the curriculum.	Supplemental and Concentration \$257,000
Scope of Service   District- wide <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   District-wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create CCSS aligned report cards.	No Cost	Kindergarten CA CCSS aligned report cards were developed and implemented. The Director of C&I is working with additional grade levels to develop and implement CA CCSS report cards.	No Cost
Scope of Service   Elementary Schools <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create District wide CCSS formative and summative assessments.	No Cost	Grade level and department CA CCSS formative and summative assessments continue to be developed and implemented.	No Cost

<table border="1"> <tr> <td>Scope of Service</td> <td>District- wide</td> </tr> </table>	Scope of Service	District- wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District- wide						
Scope of Service	District-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Develop site resource binders that include research based, best practice CCSS instructional strategies and interventions.</p>	<p>No Cost</p>	<p>In progress.</p>	<p>No Cost</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District- wide</td> </tr> </table>	Scope of Service	District- wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District- wide						
Scope of Service	District-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Increase student access to technology.</p>	<p>Supplemental and Concentration \$300,000</p>	<p>PUSD has purchased numerous Chromebooks and tablet for student use. All 7th grade students have 1:1 devices. Goal is all students in PUSD will have 1:1 devices.</p>	<p>Supplemental and Concentration \$300,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District- wide</td> </tr> </table>	Scope of Service	District- wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District- wide						
Scope of Service	District-wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>					

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	
Grade level department collaboration and time.		No Cost	Grade level collaboration time is scheduled each Wednesday afternoon.	No Cost
Scope of Service	District- wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7.25% increase in staffing costs for on-going LCAP associated salaries.		Supplemental and Concentration \$100,000	A 10% salary increase was negotiated for all staff.	Supplemental and Concentration \$127,500
Scope of Service	District- wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This is an important goal for PUSD. The district anticipates minimal to our actions, expenditures, or services as a result of the annual review. The district will incorporate integration of technology (SAMR) and STEAM professional development training into our LCAP.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$4,025,000</u>
<p>The targeted supplemental and concentration funding for Paradise Unified School District is \$4,025,000. We plan to meet our expenditure requirement through a combination of increased and improved services. Increased and improved services include:</p> <p><b>Description of proposed S&amp;C funds for the 2016-2017 school year:</b></p> <p>\$650,000 TK-3 class size reduction to help promote additional student/teacher contact, individual attention, as well as academic achievement.            \$510,000 6-12 Career, Technical Education programs to provide college, career and civic education for targeted students. (New)            \$335,000 Increase TK/K services to provide a full day kindergarten program at all sites to provide specific support of targeted students.            \$300,000 Allocated funds for sites to provide services and supports for targeted students.            \$295,000 Increase programs and services to targeted students at Ridgeview Continuation High School.            \$275,000 Two days of Professional Development for all staff enhanced the adoption of rigorous standards as well as resulted in greater student achievement for targeted students.            \$195,000 In-School suspension to provide continuing education services and programs for targeted students.            \$175,000 PHS receives additional funding to provide specific supports for targeted students.            \$160,000 PBIS Provide services and programs to help address the needs of targeted students with behavior and engagement challenges.            \$160,000 Increasing a Principal and two Vice Principal positions from half time to full time supported targeted students, school climate, behavior, and increased student engagement.            \$150,000 Increased School Security (Safety Supervisors) to help ensure safe campuses for all students.            \$150,000 Increased Visual and Performing Arts Services and Programs to ensure that all students have access to Visual and/or Performing Arts courses throughout the year.            \$132,000 Professional Development, Curriculum and Instruction Director to facilitate district wide curriculum and assessments and to ensure professional staff development opportunities are available to all staff.            \$120,000 IT Director to ensure that all staff and students have the technology resources required for 21st century learning.            \$105,000 Reading Specialist at Ridgeview High School to ensure targeted students literacy needs are being met.            \$100,000 STEAM programs and services to ensure that targeted students have access to science, technology, engineering, arts and math curriculum and programs to provide college, career and civic readiness skills.            \$50,000 9th grade class size reduction in Foundation Math and English to help promote additional student/teacher contact, individual attention, as well as academic achievement.</p>	



\$48,000 Child Welfare and Attendance support position to ensure that all students have the supports they need for regular and consistent school attendance.  
 \$45,000 Assistant Athletic Coaches to ensure that all students have access to athletics throughout the year.  
 \$40,000 New Teacher Support to ensure that all student have access to highly trained and supported teachers.  
 \$30,000 Extending library hours gave students and teachers greater access to valuable resources to improve academic performance.

The percentage of unduplicated pupils is 65%, for this reason, district-wide increased and improved services will be the most effective method of delivering services to students.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

16.4	%
4	

**2016-2017**

With additional expenditures in Supplemental and Concentration Grant funding representing a total MPP (2016-2017) of 16.44%, unduplicated pupils (targeted students) will benefit from increased and improved services in Career/Technical Education, and STEAM materials and services. Individual sites will expand these and other programs that are site specific and addressed in their site SPSA plans.

Below is a budget summary of the supplemental and concentration fund expenses for 2016-2017

- \$650,000 TK-3 class size reduction to help promote additional student/teacher contact, individual attention, as well as academic achievement.
- \$510,000 6-12 Career, Technical Education programs to provide college, career and civic readiness skills for targeted students.
- \$335,000 Increase TK/K services to provide a full day kindergarten program at all sites to provide specific support of targeted students.
- \$300,000 Allocated funds for sites to provide services and supports for targeted students.
- \$295,000 Increase programs and services to targeted students at Ridgeview Continuation High School.
- \$275,000 Two days of Professional Development for all staff enhanced the adoption of rigorous standards as well as resulted in greater student achievement for targeted students.
- \$195,000 In-School suspension to provide continuing education services and programs for targeted students.
- \$175,000 PHS receives additional funding to provide specific supports for targeted students.
- \$160,000 PBIS Provide services and programs to help address the needs of targeted students with behavior and engagement challenges.
- \$160,000 Increasing a Principal and two Vice Principal positions from half time to full time supported targeted students, school climate, behavior, and increased student engagement.
- \$150,000 Increased School Security (Safety Supervisors) to help ensure safe campuses for all students.

\$150,000 Increased Visual and Performing Arts Services and Programs to ensure that all students have access to Visual and/or Performing Arts courses throughout the year.

\$132,000 Professional Development, Curriculum and Instruction Director to facilitate district wide curriculum and assessments and to ensure professional staff development opportunities are available to all staff.

\$120,000 IT Director to ensure that all staff and students have the technology resources required for 21st century learning.

\$105,000 Reading Specialist at Ridgeview High School to ensure targeted students literacy needs are being met.

\$100,000 STEAM programs and services to ensure that targeted students have access to science, technology, engineering, arts and math curriculum and programs to provide college, career and civic readiness skills.

\$50,000 9th grade class size reduction in Foundation Math and English classes to provide specific support of targeted students.

\$50,000 9th grade class size reduction in Foundation Math and English to help promote additional student/teacher contact, individual attention, as well as academic achievement.

\$48,000 Child Welfare and Attendance support position to ensure that all students have the supports they need for regular and consistent school attendance.

\$45,000 Assistant Athletic Coaches to ensure that all students have access to athletics throughout the year.

\$40,000 New Teacher Support to ensure that all student have access to highly trained and supported teachers (BTSA).

\$30,000 Extending library hours gave students and teachers greater access to valuable resources to improve academic performance.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).